

2024–2025 Continuing Approval Review Report

Region 10 Education Service Center

INTRODUCTION

Texas Education Agency (TEA) Education Specialist(s), Rebecca Bunting, Vanessa Alba, and Jennifer Gonzalez, conducted a five-year Continuing Approval Review of the Region 10 Educational Service Center (ESC) educator preparation program (EPP) on April 7-30, 2025. Per 19 Texas Administrative Code (TAC) §228.13(a), “an educator preparation program (EPP) ...shall be reviewed at least once every five years...”. Dr. Jana Melsheimer, Executive Director, was identified as the program Legal Authority, and Dr. Bud Nauyokas, Program Director and Backup Legal Authority, was the primary EPP contact for the review process. The Region 10 ESC EPP was approved by the State Board for Educator Certification (SBEC) on December 1, 1991. On June 28, 2024, the EPP was notified of the review. At that time, the EPP was rated Accredited with a risk level that was Stage 3 (low). At the time of the review, the EPP was rated Accredited. The EPP reported 178 finishers for the 2022-2023 reporting year and 224 finishers for 2023-2024.

At the time of the review, the Region 10 ESC EPP was approved to prepare and recommend candidates for certification in the Teacher, Principal, School Counselor, and Educational Diagnostician classes in the alternative certification (ALT) route. The School Counselor program was inactive and was not included in the review.

The TEA administers TAC required by the Texas legislature for the regulation of all EPPs in the state. (See the complete [TAC](#) for details.) The five-year Continuing Approval Review was conducted in a “Desk Review” format, where EPP staff submitted requested documents to TEA for review.

The scope of this review included:

- 1) verifying compliance with requirements for EPPs as applicable to the certification classes and certification route offered by the EPP using a standardized rubric aligned to the Texas Administrative Code and the Texas Education Code; and
- 2) developing a corrective action plan for compliance and quality improvement based on review data, performance indicators identified in 19 TAC §229.4, and self-reported EPP information provided in the Status Report.

Information concerning compliance with TAC governing EPPs was collected by a variety of means. The EPP submitted a Status Report and related program documents to TEA on March 24, 2025. Additional EPP documents, including records for five candidates from each active program, were submitted by the EPP on April 2, 2025. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence.

“Findings” reflect EPP compliance with the TAC requirement(s) in a component. Determinations of non-compliance are supported by “Evidence” collected during the review process. Where a “Corrective Action” is required, the program should consult the TAC and/or TEC, complete the corrective action to bring the EPP into compliance, and submit the required evidence of corrective action to TEA by the identified Due Date.

Corrective actions that are planned but have not been implemented must include an implementation date.

“Advisement” is important new information and reminders provided to EPP staff during the review.

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“Recommendations” are suggestions for general program improvement or reminders of important information for the EPP, and no follow-up is required.

Following are the areas where the EPP was found to exceed requirements in TAC.

FINDING: ADVISORY COMMITTEE MEETINGS

The EPP exceeds requirements in 19 TAC §228.25(a)-(c) by holding two advisory committee meetings per year instead of the required one meeting per year.

EVIDENCE

1. The Region 10 ESC EPP’s advisory committee meets two times per year. Per the status report and conversations with the EPP staff, the advisory committee met on November 13, 2019, May 20, 2020, November 11, 2020, May 19, 2021, November 10, 2021, May 18, 2022, November 9 2022, May 10, 2023, November 16, 2023, May 8, 2024, and November 13, 2024.
2. Advisory Committee meeting minutes submitted by the EPP showed that four of the five groups identified as collaborators in 19 TAC §228.25(a) were represented in the most recent advisory committee meeting. TAC only requires three groups to be represented.

Following are the additional findings of the review.

GOVERNANCE

Oversight of the EPP and ongoing evaluation of effectiveness of the programs within the EPP were reviewed. Following are the findings:

FINDINGS

1. The EPP has established an advisory committee that:
 - provides guidance and input on matters of program design, delivery, evaluation, and major policy decisions of each program within the EPP; and
 - is composed of a variety of collaborators, including representation from at least three of these areas: public schools accredited by the Texas Education Agency (TEA) and/or TEA-recognized private schools; regional education service centers; institutions of higher education; and/or business and community interests; and
 - meets at least once per year. [19 TAC §228.20(b)] [Effective September 1, 2024: 19 TAC §228.25(b)]
2. The EPP has published an exit policy that is reviewed & signed by each candidate at admission. [19 TAC §228.20(h)] [Effective September 1, 2024: 19 TAC §228.31(b)]
3. The EPP has consistently retained candidate and EPP records per the records retention requirement in [19 TAC §228.10(b)(2) & §228.40(f)] [Effective September 1, 2024: 19 TAC §228.13(h) & §228.31(i)]

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CORRECTIVE ACTION REQUIRED

None.

REQUIRED NOTIFICATIONS

Candidate records, the EPP website, and candidate handbooks were reviewed for evidence the EPP has communicated the required notifications to applicants and candidates. Following are the findings:

FINDINGS

1. The EPP has informed applicants to all programs about the required criminal history background checks for clinical teaching and employment as an educator in Texas. [19 TAC §227.1(b)]
2. The EPP has notified applicants and candidates in all programs about
 - the potential impact of criminal history on candidate certification; and
 - the right to request a Preliminary Criminal History Evaluation from TEA. [19 TAC §227.1(d)]
3. The EPP has informed applicants about the admission requirements and completion requirements of each program in the EPP. [19 TAC §227.1(c)(1) & (2)]
4. The EPP has informed applicants in all programs about
 - the EPP performance over time for the past five years; and
 - the effect of supply and demand forces on the educator workforce in Texas. [19 TAC §227.1(c)(3)(A) & (B)]
5. The EPP has published a complaints process that includes a link to the TEA complaints process. [19 TAC §228.70(b)] [Effective September 1, 2024: 19 TAC §228.123 (a)-(d)]

CORRECTIVE ACTION REQUIRED

None.

ADMISSION REQUIREMENTS

Candidate records, including applications, transcripts, and screening rubrics, were reviewed to verify that the programs within the EPP qualify applicants for admission as required in 19 TAC Chapters 227, 239, and 241. Following are the findings:

FINDINGS

1. There is sufficient evidence that the EPP verifies that candidates hold the required degree at admission. [19 TAC §227.10(a)(1) & (2)]
2. There is sufficient evidence that the EPP requires applicants to all programs to meet the minimum 2.50 GPA requirement or meet requirements for the 10% exception to the GPA requirement. [19 TAC §227.10(a)(3)]

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3. There is sufficient evidence that the Teacher programs require applicants to meet the requirement for subject-specific semester credit hours or have a passing score on the appropriate pre-admission content test (TX PACT) at admission. [19 TAC §227.10(a)(4)]
4. Candidates consistently demonstrate English language proficiency prior to admission. [19 TAC §227.10(a)(7)]
5. Candidates consistently participate in one or more admission screens to evaluate the candidate's appropriateness for the certificate sought. There is sufficient evidence that screens are scored using a rubric with a set of coherent criteria. [19 TAC §227.10(a)(8) and §241.5(c)]
6. An approved Statement of Qualifications (SOQ) was found in the records for candidates admitted in Career & Technology Education (CTE) areas requiring work experience and licensure. [19 TAC §227.10(d)]
7. The EPP has maintained an overall GPA of 3.0 or higher for each incoming class since the last five-year review. [19 TAC §227.19(a)]

CORRECTIVE ACTION REQUIRED

None.

FORMAL & CONTINGENCY ADMISSION

Candidate records and records in the Educator Certification Online System (ECOS) were reviewed to verify the EPP has implemented a formal and/or contingency admission process as required in 19 TAC §227.17 and §227.15, respectively. Following are the findings:

FINDINGS

1. There is sufficient evidence that the EPP consistently provides a written offer of admission reflecting a transparent admission date and ensures the offer is signed by candidates. [19 TAC §227.17(b)-(d)]
2. Candidates who are contingently admitted consistently sign a written offer of admission reflecting the admission date. [19 TAC §227.15(a) & (b)]
3. There is sufficient evidence that candidates who are contingently admitted meet all requirements except the required conferred degree, and the program verifies the degree has been conferred within the semester of contingency admission. [19 TAC §227.15(a) & (f)]
4. The EPP inconsistently creates admission records for formally and contingently admitted candidates in the ECOS within seven calendar days of the date of admission identified in the offer letter. [19 TAC §227.17(e) & §227.15(c)]
Evidence: Two out of five Educational Diagnostician candidates had admission records created more than one month after the formal admission date on the offer of admission.
5. Except as allowed for contingency admission, candidates are not provided coursework, training, or test approval prior to admission. [19 TAC §227.17(f) & §227.15(e)]

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CORRECTIVE ACTION REQUIRED

The EPP must implement the formal and/or contingency admission process(es) for all classes as required by September 1, 2025.

1. **19 TAC §227.17 Formal Admission:** The EPP must update the internal admission process for the Educational Diagnostician program to include a process for reporting admission data in ECOS within seven calendar days of the formal date of admission.

STANDARDS-BASED COURSEWORK

Syllabi, performance assessments, benchmark documents, standards alignment charts, and information provided by the EPP in the Status Report and conversations with EPP staff were reviewed as evidence that the EPP provides the required standards-based coursework. Evidence was reviewed for the Core Subjects with the Science of Teaching Reading (STR) EC-6 as a focus area representative of the overall quality of standards-based coursework offered by the EPP. Following are the findings:

FINDINGS

1. There is sufficient evidence that candidates are consistently required to complete at least the minimum number of hours of coursework and training prior to completing the EPP. [19 TAC §228.35(b) & (c)] [Effective September 1, 2024: 19 TAC §228.37(a) & §228.53(b)]
2. The following required standards were identified in coursework:
 - The educator standards for the certificate(s) sought; and
 - The Texas Essential Knowledge and Skills (TEKS); and
 - English Language Proficiency Standards (Teacher programs); and
 - Pre-Kindergarten Guidelines (Teacher programs, as applicable); and
 - The skills and competencies captured in the Texas teacher standards (Teacher programs); and
 - The Texas administrator standards (Principal programs). [19 TAC §228.30(e)] [Effective September 1, 2024: 19 TAC §228.57(f)]
3. There is sufficient evidence that the curriculum provided to candidates is research-based. [19 TAC §228.30(b)] [Effective September 1, 2024: 19 TAC §228.57(b)]
4. There is sufficient evidence that the coursework provided to candidates is performance-based, providing opportunities for candidates to practice skills. [19 TAC §228.35(a)(2) & §228.40(a)] [Effective September 1, 2024: 19 TAC §228.57(b)]
5. Coursework and training are offered partially or fully online for one or more programs. The online training does not meet the criteria set for accreditation, quality assurance, and/or compliance with at least one of the following:
 - Accreditation or Certification by the Distance Education Accrediting Commission; or
 - Program Design and Teaching Support Certification by Quality Matters; or
 - Part 1, Chapter 2, Subchapter J, Rule §2.204 of this title (relating to Approval of Distance Education Courses and Programs for Public Institutions); or
 - 19 TAC Part 1, Chapter 7 (relating to Degree-Granting Colleges and universities Other than Texas Public Institutions). [19 TAC §228.35(a)(6)] [Effective September 1, 2024: 19 TAC § 228.33(d)]

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Evidence: Per conversations with the EPP staff, Region 10 ESC EPP is changing their coursework platform, and Quality Matters (QM) advised them that if they are updating their platform, they will have to have all online coursework certified again. No QM certification was in place for any coursework offered after September 1, 2024.

CORRECTIVE ACTION REQUIRED

The EPP must revise coursework to ensure candidates are provided at least the minimum number of hours of standards-based coursework and assessments to meet requirements in 19 TAC Chapters 228, 239, and 241 by September 1, 2025.

1. **19 TAC §228.33(d) Coursework & Training: Quality of Online Coursework:** The EPP must secure quality accreditation or certification for all online programs.

REQUIRED CURRICULUM TOPICS

Syllabi, transcripts, certificates of completion in candidate records, and information provided by the EPP in the Status Report were reviewed to verify that the EPP provides instruction in the additional curriculum areas required in the Texas Administrative Code and/or the Texas Education Code. Following are the findings:

FINDINGS

1. There is sufficient evidence that candidates receive the required training in the Educators' Code of Ethics and in appropriate relationships, boundaries, and communications between educators and students. [19 TAC §228.30(c)(1) & (7)] [Effective September 1, 2024: 19 TAC §228.57(c)(1) & (7)]
2. There is sufficient evidence that training in educating students with Dyslexia is consistently provided to candidates in all programs, but there is insufficient evidence that the training is provided by the approved provider. [19 TAC §228.30(c)(2)] [Effective September 1, 2024: 19 TAC §228.57(c)(2)]
Evidence: While Dyslexia instruction is provided to Educational Diagnostician candidates, this instruction is not provided by TEA Learn, which is currently the only approved provider. This evidence was based on course syllabi and conversations with EPP staff.
3. There is sufficient evidence that training in Mental Health, Substance Abuse, & Youth Suicide is consistently provided to candidates in all programs and is provided by an approved provider. [19 TAC §228.30(c)(3)] [Effective September 1, 2024: 19 TAC §228.57(c)(3)]
4. There is sufficient evidence that candidates in all programs receive Instruction in
 - the skills educators are required to possess; and
 - the responsibilities educators are required to accept; and
 - the high expectations for all students in Texas; and
 - the importance of building strong classroom management skills.
5. There is insufficient evidence that candidates in all programs receive Instruction in
 - the framework in Texas for teacher and principal evaluation. [19 TAC §228.30(c)(4)-(6)] [Effective September 1, 2024: 19 TAC §228.57(c)(4)-(6)]
Evidence: After reviewing course syllabi and speaking with EPP staff, there was no evidence that the framework for principal evaluation in Texas is taught to Teacher and Principal candidates.

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6. There is sufficient evidence that candidates in all programs receive the required Instruction in digital learning, virtual instruction, and virtual learning. [19 TAC §228.30(c)(8)] [Effective September 1, 2024: 19 TAC §228.57(c)(8)]
7. The Digital Literacy evaluation and the related prescribed curriculum have been provided to candidates in all programs. [19 TAC §228.30(c)(8)] [Effective September 1, 2024: 19 TAC §228.57(c)(8)]
8. There is sufficient evidence that the EPP provides to candidates in all programs, opportunities for candidates to demonstrate competency in instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices, as required under TEC §21.044(a-1)(1)-(3). [19 TAC §228.30(c)(9)] [Effective September 1, 2024: 19 TAC §228.57(c)(9)]
9. There is sufficient evidence that the EPP integrates inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies throughout coursework for candidates in all programs as required under TEC §21.0443(b)(1)-(2). [19 TAC §228.11(a)(1)(J)] [Effective September 1, 2024: 19 TAC §228.11(a)(1)(J)]
10. Candidates receive instruction in the open education resources instructional materials a) included on the list of approved instructional materials maintained by the SBEC under TEC §31.022, in each subject area and grade level covered by the candidate's certification category as required under TEC, §21.044(a-1)(4). [Effective September 1, 2024: 19 TAC §228.57(c)(10)]
11. There is sufficient evidence that Teacher candidates receive reading instruction, including instruction that improves students' content-area literacy. [19 TAC §228.30(d)(2)] [Effective September 1, 2024: 19 TAC §228.57(d)(2)]

CORRECTIVE ACTION REQUIRED

The EPP must revise coursework to include the required instruction as needed to meet requirements in 19 TAC §228.57 by September 1, 2025.

1. **19 TAC §228.57(c)(2) / TEC §21.044(b) Required Instruction – Dyslexia:** The EPP must require Educational Diagnostician candidates to receive instruction in Dyslexia from the TEA-approved provider TEALearn. The EPP must also retain evidence in the candidate's record per the records retention requirement.
2. **19 TAC §228.57(c)(4)-(6) Required Instruction – Principal Framework:** The EPP must update coursework for all candidates to include both principal and teacher evaluation frameworks in Texas.

PRE-SERVICE REQUIREMENTS FOR TEACHER CANDIDATES

Syllabi, benchmark documents, logs in candidates' records, and published information were reviewed for evidence the EPP requires Teacher candidates to complete pre-service requirements (coursework and field-based experiences) as identified in 19 TAC §228.35(b) and §228.35(e)(1) [Effective September 1, 2024: 19 TAC §228.41 and §228.43]. Following are the findings:

FINDINGS

1. There is sufficient evidence that candidates consistently complete pre-service coursework and training before beginning the supervised clinical experience. [19 TAC §228.35(b)(2)] [Effective September 1, 2024: 19 TAC §228.41 & §228.43(b)]

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2. There is sufficient evidence that the structure of pre-service coursework and training allows candidates to complete at least 150 hours of coursework and to demonstrate proficiency in the identified pedagogical areas. [19 TAC §228.35(b)(1) & §228.35(e)(1)] [Effective September 1, 2024: 19 TAC §228.41(2)(A)-(L)]
3. There is sufficient evidence that candidates consistently complete the required number of hours of FBE during pre-service coursework and training. [19 TAC §228.35(b)(1) & §228.35(e)(1)] [Effective September 1, 2024: 19 TAC §228.41(1) & §228.43(c)-(d)]
4. FBE assignments and activities do not meet the requirements for completing FBE. [19 TAC §228.35(e)(1)] [Effective September 1, 2024: 19 TAC §228.43(c) & (d)]
Evidence: Three out of five Teacher candidates reviewed did not meet the minimum number of hours of active engagement required for FBE.

CORRECTIVE ACTION REQUIRED

The EPP must revise the structure and activities required in pre-service coursework to ensure Teacher candidates complete preservice requirements and demonstrate proficiency in the identified pedagogical areas prior to authorizing the supervised clinical experience as required in 19 TAC §228.41, §228.43, and §228.55(a) & (c) by September 1, 2025.

1. **19 TAC §228.43(c) & (d) Pre-Service Requirements – FBE:** The EPP must update the structure of the pre-service requirements so that candidates complete the 50 hours of early field-based experiences (FBE), that meet all requirements in the related TAC currently in effect, before beginning internship.

SUPERVISED CLINICAL EXPERIENCE

Syllabi, and documentation in candidate records including placement documents, logs, observation records, mentor agreements, and training materials were reviewed as evidence the EPP consistently ensures that candidates complete the supervised clinical experience as required in 19 TAC §228.35(e) - (h) [Effective September 1, 2024: 19 TAC Chapter 228, Subchapters E and F].

FINDINGS

All five candidates reviewed for the Teacher program completed an internship:

1. There is sufficient evidence that candidates consistently complete an internship assignment that is at least one full school year in duration with at least an average of four hours per day in the subject area of the certificate sought and is completed on an approved campus. [19 TAC §228.35(e)(2)(B) & §228.35(e)(5)-(7) & (9)] [Effective September 1, 2024: 19 TAC §228.63 & §228.73(b) & (e)]
2. There is sufficient evidence that the EPP ensures the Intern or Probationary certificate is valid during the internship. [19 TAC §228.35(e)(2)(B)(iv)] [Effective September 1, 2024: 19 TAC §228.73(a)]
3. There is sufficient evidence that the candidates completing an internship are provided support throughout the internship experience that includes:
 - A qualified and trained mentor teacher.
 - A qualified and trained field supervisor.
 - The required number and duration of formal and informal observations provided by the field supervisor.

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- Feedback and coaching from the field supervisor based on pre- and post-observation conferences and educational practices observed. [19 TAC §228.2(26), §228.35(f), §228.35(g)] [Effective September 1, 2024: 19 TAC §228.97, §228.101, §228.105, §228.109]
- 4. There is sufficient evidence that candidate proficiency in implementation of the standards for the certificate sought is consistently captured during the candidate's internship. [19 TAC §228.35(e)(2)(B)(ix)] [Effective September 1, 2024: 19 TAC §228.73(j)]
- 5. The EPP has integrated inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies in the internship experience. [19 TAC §228.10(a)(1)(J)] [Effective September 1, 2024: 19 TAC §228.11(a)(1)(J)]
- 6. There is sufficient evidence that candidates are consistently provided recommendations of a successful clinical experience by the campus supervisor and the field supervisor. [19 TAC §228.35(e)(2)(B)(ix)] [Effective September 1, 2024: 19 TAC §228.73(j)]

All ten candidates reviewed for the non-teacher programs completed a practicum:

- 7. There is sufficient evidence that candidates consistently complete a practicum that is at least 160 hours in duration and is completed on an approved campus. [19 TAC §228.35(e)(8)(A)-(C) & §228.35(e)(9)] [Effective September 1, 2024: 19 TAC §228.63 & §228.81]
- 8. There is sufficient evidence that the candidates completing a practicum are provided support throughout the experience that includes:
 - a. A qualified and trained site supervisor.
 - b. The required number and duration of formal observations provided by the field supervisor.
 - c. Feedback and coaching from the field supervisor based on pre- and post-observation conferences and educational practices observed. [19 TAC §228.2(33), §228.35(f), & §228.35(h)] [Effective September 1, 2024: 19 TAC §228.99, §228.101, §228.117]
- 9. There is insufficient evidence that the candidates completing a practicum are provided support throughout the experience that includes:
 - a. A qualified and trained field supervisor.
 - b. The required number and duration of informal observations provided by the field supervisor. [19 TAC §228.2(33), §228.35(f), & §228.35(h)] [Effective September 1, 2024: 19 TAC §228.99, §228.101, §228.117]

Evidence: None of the candidate records reviewed in the Principal and Educational Diagnostician programs contained evidence of having informal observations. None of the field supervisors for the Educational Diagnostician candidates met the qualification requirements.

- 10. There is sufficient evidence that candidate proficiency in the implementation of the standards for the certificate sought is consistently captured during the practicum. [19 TAC §228.35(e)(8)] [Effective September 1, 2024: 19 TAC §228.81(a)]
- 11. The EPP has integrated inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies in the practicum experience. [19 TAC §228.10(a)(1)(J)] [Effective September 1, 2024: 19 TAC §228.11(a)(1)(J)]
- 12. There is sufficient evidence that candidates are consistently provided recommendations of a successful practicum experience by the site supervisor and the field supervisor. [19 TAC §228.35(e)(8)(E)] [Effective September 1, 2024: 19 TAC §228.81(e)]

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CORRECTIVE ACTION REQUIRED

The EPP must revise the structure and requirements in the supervised clinical experiences as needed to ensure candidates are placed in appropriate assignments where they are able to complete the experiences with appropriate supervision and support, and that candidate proficiency is accurately captured by the EPP by September 1, 2025.

1. **19 TAC §228.99, §228.101, §228.117 Clinical Experience – Non-Teacher Practicum (Candidate Support):** The EPP must update the structure of the practicum experience to include verifying that field supervisors:
 - meet qualification requirements, and
 - receive the TEA-approved coaching training.

The EPP must also update the structure of the practicum experience to include verifying that candidates also receive informal observations that meet requirements currently in effect.

CERTIFICATION REQUIREMENTS

Candidate records, including completed benchmark documents and data reported in ECOS, provided evidence of EPP compliance with certification requirements. [19 TAC §230.11 & §230.13] Following are the findings:

FINDINGS

1. There is sufficient evidence that candidates holding Intern or Probationary certificates consistently meet the requirements for the certificate recommended. [19 TAC §230, §230.36, & §230.37]
2. Candidates are consistently recommended for certificates in areas in which they are prepared by, and completed, the EPP. [19 TAC §228.35(e)(2)(B), §230.36, §230.37, §230.11, & §230.13]
3. There is sufficient evidence that the EPP consistently ensures candidates complete all requirements prior to recommendation for the certificate sought. [19 TAC §230, §239, §241, & §242]
4. There is sufficient evidence that candidates consistently meet the English language proficiency requirement prior to being recommended for certification. [19 TAC §230.11(b)(5)]

CORRECTIVE ACTION REQUIRED

None.

INTEGRITY OF DATA SUBMISSION

Admission data, enrollment data, and observation data reported in the Educator Certification Online System (ECOS) by the EPP were compared with the data retained in candidates' records. Following are the findings:

FINDINGS

1. Admission data have not been reported accurately according to information in candidate transcripts and admission letters. [19 TAC §229.3]

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Evidence: For the Teacher candidate records reviewed, the subject-specific content hours found in the records did not match the hours reported. For four out of ten non-teacher candidate records reviewed, the admission GPA in the records did not match the GPA reported.

2. Candidates are consistently identified as enrolled in the area in which certificates are issued. [19 TAC §229.3]
3. Clinical experience records reported in ECOS do not accurately represent the related data in candidates' records. [19 TAC §229.3]

Evidence: Two out of five Educational Diagnostician candidate records reviewed had a different site supervisor listed in the records than who was reported as the site supervisor.

4. Observation dates and durations have been consistently reported in ECOS as detailed on observation documents. [19 TAC §229.3 & §229.4]

CORRECTIVE ACTION REQUIRED

The EPP must revise the process of maintaining records and reporting data so that data reported in ECOS is an accurate representation of data retained in candidates' records to meet requirements in 19 TAC §229.3 and §229.4 by September 1, 2025.

1. **19 TAC §229.3(a), §229.3(f)(1), & related graphic Figure 19 TAC §229.3(f)(1) Data Reported: Accurately:** The EPP must establish a process for reporting data in ECOS that ensures all required data is reported continuously and accurately as correlates with EPP and candidate records, including processes for reporting admission data and clinical experience data.

ADVISEMENT

- Update processes to meet the revised requirements in 19 TAC Chapter 228, effective as of September 1, 2024.
- The Physical Education EC-12 (158), Health EC-12 (157), and English Language Arts & Reading 7-12 (231) exams are no longer available, effective September 1, 2024. Candidates pursuing certification in these certificate areas must now be approved for the new exams 258, 257, and 331, respectively. To be certified using passing scores on exams 158, 157, or 231, candidates must apply and be recommended for certification by September 1, 2025. Additional information about the transitions of these certification exams is on the [Educator Testing](https://tea.texas.gov/educator-testing) page on the tea.texas.gov website.
- The Special Education EC-12 and Special Education Supplemental certificates will expire and will be replaced by the Special Education Specialist EC-12 certificate. The certification exams, 161 and 163, respectively, will not be offered after August 31, 2025. Candidates will have until September 1, 2026 to be certified in the expiring certificate areas. The new Special Education Specialist EC-6 exam 186 will be available starting September 2, 2025. Be sure to attend one of the required webinars to qualify to add the new Special Education Specialist EC-12 certificate.

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RECOMMENDATIONS

- Establish a process to add and/or update records in ECOS as they occur throughout the year. Set short-term goals for ensuring records are updated at least by semester and prior to recommending standard certificates.
- Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.
- Notify the assigned specialist at TEA promptly when the EPP has staff changes in the roles of Legal Authority, Primary Point of Contact, Backup Legal Authority, or Certification Officer or when the EPP has changes in EPP contact information.
- To ensure continuity in record keeping and other related processes, maintain a procedure manual or process documents detailing EPP processes and procedures.
- Align the verbiage of the program to the verbiage of Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, mentor, candidate, clinical teaching, internship, practicum, etc.).
- Continue to follow the State Board for Educator Certification (SBEC) and the State Board of Education (SBOE) meetings and/or review the minutes to ensure that the program staff is knowledgeable about the current Texas Administrative Code.
- Continue to participate in training and webinars provided by TEA to ensure that the program staff is knowledgeable about current requirements and changes in the Texas Administrative Code, including changes to EPP processes and updates to certificates and related certification exams.
- Continue to maintain communication with the TEA education specialist assigned to the program.

CORRECTIVE ACTION COMPLETE

Evidence of Corrective Action, received at TEA on July 28, 2025, has been reviewed by TEA staff and meets requirements for compliance with the Texas Education Code and the Texas Administrative Code.